



MACKAY CHRISTIAN COLLEGE

We Love | We Care | We Learn

Mackay Christian College – Year 7-12 Assessment Policy

The following assessment policy is applicable for Year 7-12 students. For Senior students this needs to be read in conjunction with the QCAA and MCC Year 11 and 12 Assessment Policy.

Teachers will aim to produce high-quality assessment that is characterised by:

- Validity, through alignment with what is taught, learned and assessed
- Accessibility, so that each student is given opportunities to demonstrate what they know and can do
- Reliability, so that assessment results are consistent, dependable and repeatable.

Teachers are expected to engage in quality assurance processes which will include, as appropriate team meetings involving internal endorsement of assessment tasks.

Section 1 Assessment Tasks

1.1 Year 7 – 10 Assessment Tasks

Students will be given task sheets that contain the following information:

- Due date and timeframe for the task (2 weeks, or 45 minutes)
- Purpose of the task
- Task conditions (word length, resources allowed etc)
- The genre in which the task is to be completed
- Student validation statement, signing that it is all their work
- Standards and Criteria matrix or from the Australian Curriculum or QCAA syllabus

As a guide, the scale and scope of the assessment task for different year levels are reflected in the conditions below. These conditions are a guide only and teachers may use different conditions, particularly in view of preparing students to the assessment conditions in Year 11 and 12.

Year 7 and 8 – assignment word limit of 250-300 words. 2-3 minutes oral presentations. 40 minute exams.

Year 9 – word limit of 300/350 words, 3 minute orals, 50 minute exams.

Year 10 – 400 – 450 words, 3- 4 minute orals, 60 minute exams.

1.2 Year 11 and 12 Assessment Tasks

Assessment task sheets will need to fulfil QCAA requirements.

Task Specific Standards and Criteria matrixes (or ISMGs for Senior General Syllabus) give the student the standards by which their response to assessment will be judged. This gives them feedback about in what areas their performance was good and where it needs work. It also provides information about what a successful performance looks like and what they can aim for.

Conditions for Year 11 and 12 assessment tasks are specified in the Syllabus for each subject or in the Study plan (Applied Syllabus subjects).

Section 2 Strategies for Ensuring the Authentication of Student Work

Tasks with open access to resources require processes to authenticate the contribution of the student. Teachers will model and teach the correct strategies for using resources and acknowledging them.

To ensure judgments about student achievement are valid, it is necessary to establish student authorship. Teachers may:

- require additional checkpoints dates to monitor student progress
- require a written, spoken or electronic presentation of a draft response
- provide written or oral summary of feedback and advice to the whole class
- annotate a draft response
- require and retain original planning documents and all drafts of the work
- clarify aspects of the response through an interview or spoken discussion
- require formal acknowledgment and declaration that all work is the student's own
- require submission of the response through Turnitin which is a plagiarism checker that the College subscribes to
- ensure that a significant amount of time is spent in class so that teachers can regularly monitor and check progress

All Year 11-12 students are required to complete the QCAA course, Academic Integrity for Students

Section 3 Academic Misconduct

3.1 Plagiarism

Plagiarism is a type of Academic misconduct that involves students submitting the work of others as their own, without appropriate acknowledgement or referencing of the original work. Examples of plagiarism include:

- Word-for-word copying of sentences or paragraphs from one or more sources which are the work or data of other persons (including books, articles, working papers, conference papers, websites or other students' assignments) without clearly identifying their origin by appropriate referencing.
- Closely paraphrasing sentences or paragraphs from one or more sources without appropriate acknowledgment in the form of a reference to the original work or works.
- Using another person's ideas, work or research data without appropriate acknowledgement.
- Copying computer files in whole or in part without indicating their origin.
- Submitting work which has been produced by someone else on the student's behalf as if it were the work of the student.
- Producing work in conjunction with other people (other students, a tutor, parents) when it is purported to be work from the student's own independent research.

Where plagiarism is detected for a draft, the teacher will communicate to the student that this needs to be addressed.

For a final submitted response, if the College can determine that a student has knowingly used work that is not their own and neglected to reference that work, the teacher should grade the task based on the student's own work only.

3.2 Cheating or Misconduct in an Exam

Examples of cheating and possible consequences are shown in the table below. The list is not exhaustive and it is recognised that not all situations are the same but it will provide some guidelines about the level of consequences that will be given.

Scenario	Consequence
1. A student copies another student's work during an exam.	In Yr 7-10, for the portion of the exam that is deemed to be copied, the student receives no marks. A letter will be sent home via TASS to inform parents of the academic misconduct and the student may receive a 1 day or part day internal suspension.
2. Two students sitting near each other in an exam hand in exams where there is evidence that either collusion or copying has occurred.	In Yr 7-10, the students are interviewed separately. If the interview is inconclusive about what has happened, the students are sat down and asked to resit the questions or similar questions. If student performances are consistent with their earlier result, the results stand. If the evidence shows that one student has copied, student receives the consequences of Scenario 1.
3. Student is found to be using a "cheat sheet", writing on leg body, using a phone / iPad to cheat on an exam.	This is a very serious academic misconduct breach. In Yr 7-10, this will result in the student receiving an E- for the exam. A letter will be sent home via TASS to inform parents of the academic misconduct and the student will receive a 1 day internal suspension.
4. A student is calling out, disrupting other students turning around or talking during an exam	Disrupting other students or talking during an exam can not be tolerated. Students should be given a very clear warning that if their misbehaviour were to continue, they would be sent out of the exam room with the possibility of an E- being their result. Depending on the level of disruption, the student may need to be sent to the RTL. A letter will be sent home via TASS to inform parents of the academic misconduct during the exam and the consequences stated (academic and/or behavioural).

Section 4 Student Assessment Deadlines and Submission of Assessment Responses

4.1 Notice of Assessment Task Deadlines

Teachers will give reasonable notice of assessment tasks, through the Semester Assessment Calendars which are available on the College website, and on the cover sheet of task sheets.

4.2 Managing Student Assessment Deadlines

Students are expected to use structures and timeframes to achieve optimum learning outcomes and to show respect for commitments.

Teachers will monitor the progress students have made towards meeting assessment task deadlines. This will include some or all of the following:

- Some class time used to prepare student responses
- Checkpoints used to monitor progress
- Drafts sighted or collected by teacher with feedback given
- Communication to parents via a phone call or email notifying them of concerns

Section 5 MCC Policy – Submission of Assignments

5.1 Assignment completed but not submitted on due date

Students who have completed their assignment but are unable to submit it on the due date because of some genuine misfortune are expected to contact the teacher concerned to give them an explanation as early as possible on the day on which the submission is due. Evidence that the assignment was completed should be provided as soon as possible (preferably in the form of a letter from the parents).

Students who have not submitted an assignment on the due date because of absence must submit it to the teacher concerned as soon as possible on the day on which they return to school, together with a note of explanation from the parent and/or medical certificate if applicable (For Year 11 and 12 students, a medical certificate will be required).

5.2 Assignments incomplete on due date

Students who have not completed their assignment by the due date are expected to submit it in incomplete or draft form, or provide other evidence of work having been done. The assessment will be on the basis of the **material submitted by the due date**. Parents will also be informed of submission of incomplete assignments via email or telephone call by teachers.

5.3 Non-Submission of an Assignment

For Yr 11 and 12, according to QCAA policy, if there is no evidence to make a judgement of student performance for an assessment task the result will be recorded as a NR (Not Rated). The consequence for this is that the student will not receive a rating for the respective Unit 1 or 2, or 3 and 4 pair. For Year 7-10 students, the consequence will be a NR on the report card for that subject.

Teachers will adopt strategies to avoid this from happening, but there are instances where despite the best efforts of teachers, a student still does not submit an assignment.

Section 6 Exam Absences (including practical eg. oral assessment)

Where a student is absent for a test or an examination, it is advisable for the parent to contact the college on the day of the exam to advise that the student will be absent. Parents will be informed of the student's absence for the exam via email via TASS. For students in Year 7-10, a note or phone call from parents explaining student absence from school will be sufficient but for students in year 11 and 12, a medical certificate is required.

For students in Year 7-10 who miss an exam, teachers will organise for the students to sit the exam in the next timetabled lesson.

If a student in Year 11 and 12 is absent for an exam, he/she will be required to do a comparable exam as soon as possible after they return to the College. On return to school, the student must bring a note and medical certificate explaining the absence. The Head of Academics will then negotiate alternative arrangements for the exam to be completed as soon as possible.

Section 7 Assessment and Special Consideration

7.1 Special Consideration - General Principles

The College recognises that some students may have a disability and/or medical conditions, or experience other circumstances (illness or genuine misfortune) that may be a barrier to their performance in assessment.

Reasonable adjustments are designed to assist these students. In this case, some level of adjustments are made to the conditions under which assessment occurs.

Fairness to all students and the integrity of results require that no student be exempted from meeting any of the substantive requirements of a course, for any reason. However, in cases of special consideration, the college may decide to exempt students from non-substantive requirements.

Special arrangements refer to practical arrangements to vary the conditions under which assessment occurs to enable students with disabilities to have an equal opportunity to demonstrate their knowledge and skills in a subject.

Students with special needs may include, but are not limited to students:

- with a cognitive, physical, social / emotional or sensory disability
- from non English speaking backgrounds
- *experiencing significant emotional stress due to a family bereavement*
- *with a temporary or ongoing illness*

Substantive requirements of a Senior Syllabus or Middle School Work Program are mandatory requirements, and include the definitions of criteria and standards for the award of a particular level of achievement. Non-substantive requirements of the syllabus are subject requirements which may be varied without affecting substantive requirements.

Some guiding principles to consider when applying special consideration are:

1. Students with special needs should have equal opportunity to demonstrate their knowledge and skills.
2. Special consideration should not constitute an unfair advantage or produce results which are inaccurate, that is, results which indicate a student has knowledge of skills which the student does not have. Fairness to all students requires accurate results.
3. Special consideration should in no way affect standards. The syllabus criteria and standards should be applied in the same way to all students.
4. The grading of all students' work should be done on the same basis. That is, the criteria and standards for student achievement in the subject syllabus should be applied in the same way to work done by all students, including students with special needs.
5. Where it is apparent that there are barriers which prevent students from demonstrating their knowledge and skills, every possible effort should be made to make appropriate special arrangements. However, if an impairment means that a student is less successful in what assessment item in a subject are designed to assess (an example might be not having the language skills to do well in a test of reading and writing), it is both reasonable and proper that student results should show the actual knowledge and skills displayed. If a student is diagnosed with a cognitive disability where he/she is achieving at a level much below expected of their Year level, an individual curriculum plan may be developed and implemented. In this case, the student would be issued with a modified report. Parents would be consulted as part of the process.
6. Special arrangements for students with special needs should be made as soon as possible to ensure that, as far as practicable, the student is able to have early access to the support required to complete subject requirements. Appropriate and effective consultation with the student and their parent/guardian is central to this decision-making process.

7.2 Special Consideration – for students with disability

Special arrangements for students with disability often involve variation of the methods of presentation of assessment and student work, that is, adapting the method of transmission of information about assessment and the way a student presents work back to the teacher. These special arrangements are established by the classroom teacher in consultation with the Learning Enrichment Centre unit and appropriate teaching staff. Specific examples of these special arrangements include, but are not limited to:

- Rest breaks for students with assessment induced anxiety
- Use of specialised equipment particular to a student's impairment eg a computer.
- Provision of a reader to communicate a text or provision of a writer to provide an exact transcription of student responses to assessment items where a physical impairment does not permit a student to read or write.
- Additional time for students to complete assessable tasks (eg. some students may require more time to complete written tests or submit assignments) in order to give them equal opportunity to demonstrate their skills and knowledge.

7.3 Special Consideration for students experiencing family bereavement, illness, trauma, genuine misfortune

It is expected that students will submit their responses to assessment tasks before or on the due date but the college recognises that there are situations which this may not happen or be possible due to illness, misfortune, family bereavement or trauma.

7.3 Extensions to the due date of assessment

Where students know that they are unlikely to meet assessment deadlines due to extenuating circumstances, they need to negotiate their assessment with the teacher and/or Head of Academics. Assignment and exam extensions may be granted for reasons supported by parental communication.

Normally, extensions to the due date of an assignment should be sought at least several days before the date of submission. Illness would be the most common reason for an extension, which should be requested in the form of a letter from the parents to the teacher. Students need to fill in a 'Request for an Extension to the Due Date of an Assignment' form and hand this to the subject teacher. The subject teacher will then write their recommendations and then forward the form onto the Head of Academics who has the responsibility of deciding whether to grant the request and will consider both the circumstances and the amount of work completed. The decision will then be communicated to the student and subject teacher in a timely manner. If an extension is granted, the signed form will then be returned to the student who will submit the form when he/she submits his /her assignment

The usual length of extension, if granted will be 2 or 3 days and the maximum extension allowable will be one week. Second extensions will be granted only in extreme circumstances.

7.4 Assessment adjustments for serious ongoing issues

An ongoing issue that is significantly affecting a student's ability to complete school and assessment work to the best of their ability should be brought to the attention of a House Family Coach, Head of Academics or Head of School. The student may be eligible for special consideration. In this case, the Head of Academics will interview the student or communicate with parents if this is possible. In consultation with subject teachers, a decision to grant special consideration may involve modification of an assessment task or assessment program. Assessment tasks may be waived in serious cases. This decision will be communicated to the student, parent and subject teachers. It should be noted that no assessment tasks for Yr 11 and 12 students can be removed as these are mandatory requirements, however there is still scope for modification of assessment deadlines. For Year 11 and 12, QCAA policy relating to AARA (Access arrangement to Reasonable Adjustments) needs to be followed.

The Head of Academics will negotiate what arrangements for the testing and assessment of the students should apply, process the form through to the Head of Senior School who is responsible for approval of the application, the nature of the consideration given and central record keeping of applications.

Special consideration will never result in a rating being elevated beyond what is justified in comparison to the criterion standards of beyond what has been demonstrated in the student folio. The broad criteria and standards must be applied in the same way to all students.

Section 8 Grievances

If students have a complaint about an assessment, they should firstly see their teacher. If their complaint is not resolved, they should discuss the situation with an Academic Coach. If resolution is still not found, the complaint can be referred to the Head of Academics who may initiate a review by the School Assessment Committee (SAC). Final decisions regarding assessment may be reviewed by the SAC.